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ABSTRACT

The feats of individuals who have made history in the aerospace world are often misunderstood and soon ignored or forgotten after the first notoriety has been achieved. Amelia Earhart was selected as the subject for this learning packet because of her brilliant accomplishments on the world of flight, a persistent desire to determine what really did happen to her near the end of her famous flight, and because of the timeliness of the role of women in the U.S. today. The packet on Amelia Earhart provides information in narrative form, and students experience reinforcement of their knowledge as they compare the various task cards and study the accompanying posters. The packet includes art work and a booklet to assist the teacher. It includes a recommended teaching method and a short text that covers Amelia's life. Also, it contains a materials list, test and test key, student record sheet, student task cards (n=18), suggestions for evaluating student activities, an aerospace education achievement award, and sheets of reproducible art. (BT)

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AMELIA EARHART

SO 035 145

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AMELIA EARHART

LEARNING PACKET

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INTRODUCTION

Since World War II, there has been a need to provide classroom teachers with materials to aid them in teaching about the aerospace world. One area needing such materials is the study of aerospace personalities—the people who moved us from Kitty Hawk to the Sea of Tranquility and beyond. The feats of individuals that have made history in this or any other field are often, at best, misunderstood and then soon ignored or forgotten after the first notoriety has been achieved.

Amelia Earhart was selected as the subject for this packet because of her brilliant accomplishments in the world of flight, a persistent desire to determine what really did happen to her near the end of her famous flight, and because of the timeliness of the role of women in America today.

During Amelia's life, there were many accomplishments in flight that could and should be reported; however, to produce a usable personality sketch that was not too cumbersome, a few outstanding ones were chosen. These include the following:

1. Her flight across the Atlantic as the first woman passenger June 17-18, 1928.

2. The first solo Atlantic crossing by a woman, May 20-21, 1932.

3. The first solo flight, by man or woman, nonstop from Honolulu, Hawaii, to Oakland, California, January 11-12, 1935.

4. Her nonstop solo flight from Mexico City, Mexico, to Newark, New Jersey, May 8, 1935.

5. Amelia's last flight—a flight which lasted from May 20 until July 2, 1937, and ended in mystery leaving her whereabouts unknown to this day.

Amelia Earhart blazed the trail for women aviators. Her love of adventure, her ability to rise to a challenge, and her contributions to aviation have provided our aerospace world with a legacy that will endure forever.

Understanding any subject requires a knowledge of the terminology associated with the subject. A background of the subject's origin and subsequent development also is required. This packet on Amelia Earhart provides information in narrative form, and students will experience reinforcement of their knowledge as they complete the various task cards and study the accompanying posters. When used as a visual display, the posters will capture the students' attention and will provide information and motivation as they complete the task cards.

We have compiled this packet to include posters (artwork) and a booklet to assist the teacher. This booklet includes a recommended teaching method and a short text that covers the life of Amelia Earhart. Also, there are a materials list, a test with a test key, a student record sheet, student task cards, suggestions for evaluating student activities, an aerospace education achievement award, and sheets of reproducible art.

The recommended teaching method is a list of steps you can take to guide your students down the path toward successful completion of the entire learning packet. You, of course, may diverge from the path any way you see fit. Use your academic discretion in any way you want to arrive at the desired learning outcome. The materials list tells you what is required to complete each of the tasks. This list will allow you to gather all the materials necessary for the activities.

Also included in this booklet is a test with a test key. If you wish, you may use this evaluation tool as a pretest before the students begin work on their first task. After all tasks have been finished, it may be used again as a posttest to identify gained knowledge. If you use the test, a block is provided on the student record sheet for the scores and dates administered.

The student record sheet gives you and your students a record of their progress through the packet. Students will enter start and finish dates for each of the tasks and will, in return, expect your initialed acceptance of that work in the block provided for your initials plus any comments necessary.

The task cards are designed for study and activities. Each card provides information and instructions for completing a related activity. There are 18 task cards. Subjects covered in the task cards include mathematics, language, spelling, reading, values clarification, health, geography, science, art, and music.

A list of suggestions is provided which you may find useful in evaluating the work done by your students as they progress through the tasks.

The blank aerospace education achievement award may be copied on the school duplicating machine for presenting to your students.

Sheets of reproducible art are provided for use as transparencies or as handouts.

TEACHING METHOD

PREPARATION

- Cut each task card along the dashed line and glue to a piece of card stock.

  — A student may accomplish this job.
  — The cards will last longer if they are laminated in plastic.

- Provide materials and supplies in a designated place.

  — Materials list is included.

- Display the enclosed posters (artwork) on a bulletin board where they will be visible and can serve as a source of information.

- Make two tagboard packets and label them SELECT and FINISHED.

  — With this organization, there is less chance of loss. Also, you can quickly see if the cards are being used.

- Write or type the following directions on a 3 x 5 card and tack it between the two tagboard packets.

> **DIRECTIONS**
>
> 1. Take a task card from the SELECT packet.
> 2. Enter the date on your record sheet when you start the task.
>
> **AFTER YOU HAVE FINISHED EACH TASK**
>
> 1. Enter the date on your record sheet.
> 2. Place your work in your folder.
> 3. Place the task card in the FINISHED packet.

- Prepare a personalized folder for each student.

- Duplicate a copy of the student record sheet for each student.

PRESENTATION

- Introduce the bulletin board materials.

  — Explain the information that is provided as part of the display.

- Instruct the students on:

  — The text.
  — How to use the task cards.
  — Where the materials are located.

- Instruct the students to select the task cards in the order of their choice, or assign task cards yourself.

- Hand out personalized folders and copies of students' record sheets.

  — Explain how to fill out the record sheets.
  — Assign a location for the folders.

- Administer the pretest before the students begin their activities.

  — The test key is included.
  — Record the scores on the students' record sheets.

- Tell students when you will meet again.

NOTE: If small groups will be doing the tasks, it is beneficial to have heterogeneous groups with a stronger reader assigned to a weaker reader.

EVALUATION

- Have students bring in their folders during individualized instruction or reading time, conference time, or at some other acceptable time.

- Go over assignments and initial students' record sheets.

  — Unacceptable work should be returned for reaccomplishment, completion, or proofreading. Make appropriate comments on the students' record sheets.

- Meet with small groups to evaluate and schedule future plans (skits, etc.). The folder should be initialed when acceptable.

  — Students may monitor and accept assignments but only with your permission.

- Administer the posttest and record the scores on the students' record sheets.

- Award a copy of the Aerospace Education Achievement Award to students who have satisfactorily completed the activities given on the task cards and who have shown a gain in knowledge about Amelia Earhart.

AMELIA EARHART'S BACKGROUND

EARLY YEARS

Amelia Earhart, daughter of Amy and Edwin Stanton Earhart, was born July 24, 1897, in Atchison, Kansas. The Earharts had two daughters. The second, Muriel, whom Amelia affectionately called "Pidge," was born in 1900.

When Amelia was seven years old, her father took the family to the St. Louis World's Fair. She was so impressed by the midway at the Fair that when she returned home she enlisted the aid of her sister and friends to build a roller coaster in her backyard. They attached the track of their homemade "thriller" to the roof of a shed and greased the track with lard. Amelia was the first passenger as the "car" zoomed down, left the track, and knocked over the trestle. Amelia jumped up from the wreckage exclaiming happily, "Oh 'Pidge,' it's just like flying . . . ."

Although she was known as the "harum-scarum tomboy of Quality Hill," books and animals were important in Amelia's young life. Because of her deep affection for animals, especially horses, *Black Beauty* was one of her favorite books. In spite of her tomboy pursuits, Amelia was an intelligent, imaginative, and courageous girl. Her favorite pastime and greatest pleasure was reading her way through her grandfather's library. By the time she was ten years old, Amelia had read the works of Sir Walter Scott, George Eliot, Charles Dickens, and many other great authors.

In 1907, the Earhart family moved to Des Moines, Iowa. At age ten, while visiting the Iowa State Fair, Amelia saw her first airplane. It was love at first sight! Then the Earhart family moved again, this time to St. Paul, Minnesota. They soon moved from St. Paul to Springfield, Missouri, where Mr. Earhart was employed by the railroad as a claims examiner. A dreamer with a weakness for alcohol, he had trouble holding a job.

Finally, Mrs. Earhart and her daughters moved in with friends in Chicago, Illinois, and there Amelia graduated from Hyde Park High School. The caption beneath her picture in the yearbook for the 1916 graduating class read, "The girl in brown who walks alone." During the summer of her graduation, Amelia with her mother and sister moved to Kansas City, Missouri. Mr. Earhart had opened a small law practice there and had rented a house. Once again the family was reunited.

YOUNG ADULTHOOD

Amelia enrolled at Ogontz School in Rydal, Pennsylvania, in the autumn of 1916. She made many new friends and was invited to join a sorority. When she learned that some girls were not in sororities, she campaigned for the democratization of these organizations. Amelia soon displayed an unusual intellectual curiosity and strong convictions about the freedom to read and discuss any subject one chose and a woman's right to choose a career and to hold property. During the spring of her first year at Ogontz, the United States entered World War I.

In 1917, Amelia went to Toronto, Canada, to spend the Christmas holidays with "Pidge." For the first time she saw the "walking wounded," the men who were the casualties of Britain's last stand in the trenches of France. Almost immediately, she decided not to return to school but to take a concentrated Red Cross First Aid Course and go to work in a military hospital. Her cheerful attitude, willingness to listen, and her natural empathy made her a favorite of the sick and discouraged men.

Amelia was hospitalized with a serious case of pneumonia early in 1918. As soon as she was strong enough to travel, she joined her sister in Northampton, Massachusetts, to recuperate. As she recovered, she spent a carefree summer enjoying music, poetry, and nature. One of her favorite quotations was:

"If thou hast two coats,
Sell one, and with the dole
Buy hyacinths
To feed thy soul."

She enrolled as a premed student at Columbia University in the fall of 1919. At the end of the school year, she joined her parents who had moved to Los Angeles, California. Mr. Earhart had become a Christian Scientist and, with the aid of members of the church, had managed to control his drinking problem and reestablish himself as a respected member of the community. Amelia and Samuel Chapman, a Tufts University graduate who was rooming with the Earharts, enjoyed the summer playing tennis, swimming, and discussing plays, books, and theories about life. Amelia and Sam became engaged, but the engagement was later broken because of his unsympathetic attitude regarding Amelia's desire for a career.

LEARNING TO FLY

When funds for Amelia's continued education at Columbia, University were lost in a disastrous business venture, she went to work for a telephone company and earned money to begin flying lessons. She was a "natural" at flying and was soon ready to solo. After her solo flight, Amelia knew that her future was in aviation. She envisioned that planes of the future would have closed cockpits and would be large enough to carry at least a dozen passengers on regular schedules like trains.

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Now that Amelia was a pilot, her ambition was to own a plane. On her twenty-fifth birthday, Amelia became the proud owner of a Kinner Canary. She flew at air meets throughout the summer. In October 1922, she set a new altitude record for women by flying to 14,000 feet.

During the summer of 1924, Amelia's parents divorced. Amelia sold her plane and bought a yellow sports car and drove her mother cross-country to Boston, Massachusetts, to join her sister. The two girls and Mrs. Earhart established a home in Medford, Massachusetts. Amelia was hired as an English teacher for foreign-born students at Denison House in Boston's Syrian-Chinese district. In spite of her lack of social work experience, she entered into her work with enthusiasm. She visited, comforted, and taught the children, earning their devotion and the respect of their parents. Her tendency to champion the less fortunate was a trait she was to exhibit throughout her life.

Amelia joined the American Aeronautical Society in Boston. The owner of the Kinner Company came East to open a sales agency for his planes. Amelia demonstrated the Kinner plane for customers. She soon became known to most of the free-lance pilots as the girl who not only flew with skill but was also knowledgeable about motor performance and instrument flying. Pilots and mechanics alike respected Amelia.

FLYING THE ATLANTIC

Events which would catapult Amelia from obscurity to international fame and a flying career were already in motion. In the spring of 1927, Mrs. Guest, the owner of a Fokker trimotor plane, was looking for a woman pilot to fly her plane from America to Great Britain and to act as a goodwill ambassador. She enlisted the aid of G. P. Putnam, a well-known publisher, to find such a woman. After several inquiries, and a little detective work, Amelia's name was proposed. When approached, she accepted the challenge with enthusiasm. Even though she was a passenger on this flight, she was named captain, and once airborne her decisions were final. Bill Stultz was chosen as pilot and Slim Gordon as flight mechanic.

The plane was named "Friendship," and in early June 1928, the great adventure began. The Boston newspaper headlines screamed, "Boston Social Worker to Fly Atlantic," and "Girl Pilot Dares the Atlantic." The fliers reached Trepassey, Newfoundland, on June 5. A dense fog rolled in and bad weather grounded them. Finally, on June 17, 1928, they were airborne once again. Twenty hours and forty minutes later they landed at Burry Port, Wales. Amelia was an instant celebrity. Great crowds and ticker-tape parades greeted the fliers on their return to New York and Boston.

Although Amelia enjoyed meeting people and "talking aviation," her 1928-29 lecture schedule was an exhausting one. She was delighted when Cosmopolitan magazine asked her to become an associate editor and to write at least eight articles a year for the magazine. Her articles were very popular and became an instant success.

OTHER AVIATION ACCOMPLISHMENTS

In 1929, she bought a Lockheed airplane and entered the Women's Air Derby to be flown from Santa Monica, California, to Cleveland, Ohio. This was the first competition recognizing women pilots. This race was promptly dubbed "Powder Puff Derby."

A few months later, 26 women pilots met at Curtiss Field in New York. At this time, there were only 117 licensed women pilots in the United States. They formed a club, and Amelia suggested that the group be named for the number of charter members. When the final count of requests for membership was made, they had found their name—the "Ninety-Nines." Amelia was elected the first president and served from 1929 to 1933.

Amelia kept busy with lecture engagements, writing aviation articles, and writing her book. She also accepted an advertising contract from the Beechnut Packing Company to make a transcontinental autogiro flight. Before this flight began, she set an autogiro altitude record, and upon reaching Los Angeles, she set another record as the first woman in the United States to cross the country in this type aircraft.

Following the successful publication of her book, Amelia depended upon G. P. Putnam for advice in many areas. On February 7, 1931, Amelia and G. P. were quietly married at his mother's home in Noank, Connecticut.

Early in 1932, Amelia made her decision to fly the Atlantic alone. Her Lockheed Vega was overhauled and several new instruments added--there were to be no pontoons for this flight. On May 19, Amelia, Eddie Gorski (her mechanic), and Bernt Balchen, a skilled Norwegian pilot, took off from New Jersey for Harbour Grace, Newfoundland. Balchen and Gorski would handle this leg of the flight so that Amelia could begin her long journey across the Atlantic refreshed. Soon after 7 p.m. on the evening of May 20, 1932, Amelia was airborne, this time alone. She flew through an intense storm, heavy clouds, and high winds with icing wings and a broken weld in the manifold ring. All her skill was needed to keep the plane on its course. She landed at a farm on the outskirts of Londonderry, Ireland, approximately fifteen hours after taking off from Harbour Grace. She had crossed the Atlantic—alone!

She was warmly received in London and had an audience with the Prince of Wales. Her natural reserve and quiet, good humor won the hearts of the British. She became the second non-British pilot to receive Honorary Membership in the British Guild of Airpilots and Navigators. Amelia left London for France where she was received by the French Senate and awarded the Cross of the Legion of Honor. She also received honors and awards in Italy and Belgium.

Upon her return to the United States, Amelia was honored as no other woman had ever been. The National Geographic Society voted to award her a gold

medal for her contributions to aviation and science, and the President of the United States was asked to present the medal. The next day before a joint meeting of the House of Representatives and the Senate, Amelia became the first woman to be awarded the Distinguished Flying Cross.

In November 1934, Amelia went to California to have her Lockheed Vega overhauled at the factory there. During 1934 while she was making preparations for a flight from Hawaii to Oakland, a $10,000 purse was offered by a group of Hawaiian businessmen to the first person to make this flight. With her plane safely tied down on the deck, on Christmas Day in 1934, Amelia and G. P. boarded the S.S. Lurline and sailed for Hawaii. On a rainy January 11, 1935, Amelia took off from Wheeler Field, Hawaii, and just before noon on January 12, she climbed out of the cockpit at Oakland, California. Thousands were on hand to greet her—another record had been set.

Less than three months later, Amelia flew two "Goodwill" tours—one from Los Angeles to Mexico City and the other from Mexico City to New Jersey. She became the first person to make a solo flight to Mexico and the first to fly nonstop from Mexico City to Newark, New Jersey.

By now, Amelia was participating in many panel and discussion groups. She was the champion of the young "lost generation," with their pacifist demonstrations, their strange new music called "jazz," and their preference for flying rather than traveling by more conventional transportation. After listening to Amelia's portion of a program, the President of Purdue University invited Amelia to join Purdue's faculty. She became a visiting counselor. The trustees of the University established a fund for aeronautical research, and within a year the goal of $50,000 had been reached. A Lockheed plane of the newest design was presented to Amelia. The shining "Electra" symbolized modern airpower and efficiency. In her brief acceptance speech she said, "My ambition is to have this wonderful gift produce practical results for the future of commercial flying and for the women who may want to fly tomorrow's planes."

FLIGHT ROUND THE WORLD

In February 1937, Amelia announced that she would make a round-the-world flight—about 27,000 miles from Oakland to Oakland. This was to be her last flight after which she would settle down to enjoy her home, family, friends, books, and leisurely travel. On March 17, 1937, Amelia and her crew took off from Oakland for Hawaii. The plane did not pick up speed as quickly as it should have and it lurched awkwardly to the left and the nose pulled to the right. Amelia pulled back on the throttle but over-corrected; the Electra swung in a wide circle, ground looped, collapsed the landing gear, and badly damaged one wing. As fuel poured from the ruptured gas tanks, Amelia cut the switches avoiding fire and certain tragedy for the fliers. They were shaken but unhurt, and the plane was taken to Lockheed for repairs.

Because of seasonal weather conditions over the Caribbean and African legs of the flight, Amelia reversed her flight plan. She would fly around the world east to west—the long way around. On May 20, 1937, Amelia and Fred Noonan climbed aboard the Electra at Oakland, California. They were off to girdle the globe.

She kept careful records of the plane's performance and of the reactions of Noonan and herself to climate, altitude, fatigue, and diet. They flew from South America to Africa in leisurely stages. By mid-June they had reached Sudan and headed for India. At Akyab, Burma, Amelia shopped for gifts at a bazaar and mailed them home to her family. Amelia's last written message was from Lae, New Guinea, and revealed a wish "to stay here peacefully for a time and see something of this strange and appealing land." She concluded her dispatch by saying, "I shall be glad when we have the hazards of the navigation of this broad ocean behind us."

Three days before takeoff from Lae, Amelia talked with G. P. by phone and assured him that the plane and the crew were in top condition. They refueled for the longest flight of the trip—2,500 miles. The next landfall was tiny Howland Island. If they passed Howland, the fuel would run out before they reached the next landing site which was 1,600 miles farther north.

On the morning of July 1, Amelia and Fred boarded the Electra and were soon airborne. During the night and the early dawn of July 2, Amelia's signal was heard by the Coast Guard Cutter *Itasca*. She reported a heavy overcast and asked for her position but apparently could not receive the transmissions sent by Coast Guard personnel. After three hours of silence, the *Itasca* sent out a message that she presumed down in the ocean with a dead transmitter.

A Naval search was begun of approximately 220,000 square miles of ocean. Thousands of tiny atolls were checked out, and low flying planes scanned the endless sea. After fifteen days of exhaustive search, the Navy sadly admitted defeat.

Many theories have been advanced about Amelia's disappearance. One theory was that she and Fred Noonan flew far off their intended course, crash-landed near Saipan and were taken prisoners and perhaps killed by the Japanese soldiers stationed there. Others speculated that Amelia was on a "spying" mission for the United States overflying islands and charting Japanese fortifications when her plane went down. These are only conjectures of course. The manner of Amelia's disappearance/death will probably never be known. What is known, however, is that Amelia Earhart flew to advance the interest of aviation, and this she accomplished.

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FIVE OF AMELIA EARHART'S RECORD SETTING FLIGHTS (1928-1937)

1. ATLANTIC CROSSING—FIRST WOMAN AS A PASSENGER
June 17-18, 1928
ACCOMPANIED BY STULTZ & GORDON

	GEOGRAPHIC COORDINATES (LEFT OF DECIMAL-DEGREES, RIGHT OF DECIMAL-MINUTES) LAT	LONG
DEPART 1 TREPASSEY, NEWFOUNDLAND	46.44N	53.22W
ARRIVE 2 BURRY PORT, WALES	51.42N	04.15W

2. ATLANTIC CROSSING—FIRST WOMAN SOLO
May 20-21, 1932

DEPART 1 HARBOUR GRACE, NEWFOUNDLAND	47.42N	53.13W
ARRIVE 2 LONDONDERRY, IRELAND	55.00N	07.19W

3. HONOLULU TO OAKLAND—FIRST HUMAN NONSTOP SOLO
January 11-12, 1935

DEPART 1 HONOLULU, HAWAII	21.19N	157.52W
ARRIVE 2 OAKLAND, CALIFORNIA	37.47N	122.13W

4. MEXICO CITY TO NEWARK, NEW JERSEY, NONSTOP SOLO
May 8, 1935

DEPART 1 MEXICO CITY, MEXICO	19.24N	99.09W
CHECKPOINT 2 TAMPICO, MEXICO	22.13N	97.51W
CHECKPOINT 3 NEW ORLEANS, LOUISIANA	29.58N	90.07W
CHECKPOINT 4 MOBILE, ALABAMA	30.42N	88.05W
CHECKPOINT 5 ATLANTA, GEORGIA	33.45N	84.23W
CHECKPOINT 6 WASHINGTON, D.C.	38.54N	77.01W
ARRIVE 7 NEWARK, NEW JERSEY	40.44N	74.10W

5. LAST FLIGHT
20 May - 2 July, 1937

STOP #			
DEPART	1 OAKLAND, CALIFORNIA	37.47N	122.13W
	2 TUCSON, ARIZONA	32.13N	110.58W
	3 NEW ORLEANS, LOUISIANA	29.58N	90.07W
	4 MIAMI, FLORIDA	25.46N	80.12W
	5 SAN JUAN, PUERTO RICO	18.27N	66.00W
	6 CARIPITO, VENEZUELA	10.08N	63.06W
	7 PARAMARIBO, DUTCH GUIANA	05.50N	55.10W
	EQUATOR CROSSING		
	8 FORTALEZA, BRAZIL	03.43S	38.30W
	9 NATAL, BRAZIL	05.47S	35.13W
	EQUATOR CROSSING		

10 ST. LOUIS, SENEGAL, FR, SW AFR.	16.02N	16.30W
10A DAKAR, SENEGAL	14.40N	17.26W
11 GOA, MALI	16.16N	00.03W
12 FORTLAMY, CHAD	12.07N	15.03E
13 EL FASHER (AL-FASHIR), ANGLO-EGYPTIAN SUDAN	13.38N	25.21E
14 KHARTOUM, SUDAN (AL-KHURTUM)	15.36N	32.32E
15 MASSAWA, ERITREA (ETHIOPIA) (MESEWA)	15.38N	39.28E
16 ASSAB, ERITREA (ETHIOPIA)	13.00N	42.42E
17 KARACHI, INDIA (PAKISTAN)	24.52N	67.03E
18 CALCUTTA, INDIA	22.34N	88.20E
DUM DUM INTERNATIONAL AIRPORT	22.38N	88.25E
19 AKYAB, BURMA (SITTWE)	20.09N	92.54E
20 RANGOON, BURMA (RANGUN)	16.47N	96.10E
21 BANGKOK, THAILAND (DRUNG THREP)	13.45N	100.31E
22 SINAPORE, MALAYSIA	01.22N	103.48E
EQUATOR CROSSING		
23 BANDOENG, JAVA (BANDUNG) DUTCH EAST INDIES	06.54S	107.36E
24 KOEPANG, ISLAND OF TIMOR, INDONESIA	08.39S	116.21E
25 PORT DARWIN, AUSTRALIA (DARWIN)	12.23S	130.44E
26 LAE, NEW GUINEA	06.45S	147.00E
EQUATOR CROSSING		
27 HOWLAND ISLAND (BAKER)	00.48N	176.38W
27A TRUK ISLAND	07.23N	151.46E
27B MILI ATOLL	06.08N	171.55E
27C SAIPAN ISLAND	15.10N	145.43E

MATERIALS LIST

TASK	MATERIALS NEEDED
1. MATHEMATICS	Paper and pencil.
2. MATHEMATICS	Paper, pencil, and map of "Route of Amelia's Last Flight."
3. LANGUAGE	Paper, crayons or colored pencils, pencil or pen, and dictionary.
4. LANGUAGE	Tape recorder if you wish to have students record speeches, paper, pencil, and dictionary.
5. LANGUAGE	Amelia Earhart poster and tape recorder if desired.
6. LANGUAGE	Tape recorder or video tape if desired and chairs or other props.
7. SPELLING	Paper, pencil, and dictionary.
8. READING	Paper, pencil, scissors, and encyclopedia.
9. READING	Dictionary, paper, and pencil.
10. READING	Encyclopedia, paper, and pencil.
11. VALUES CLARIFICATION	Dictionary, encyclopedia, paper, and pencil.
12. VALUES CLARIFICATION	Paper, pencil, and watch or timer.
13. ART	Magazines, newspapers, construction paper, glue, and crayons.
14. HEALTH	Paper, pencil, dictionary, and health or medical books.
15. GEOGRAPHY	Globe, U.S. map, crayons or colored pencils, and pencil.
16. SCIENCE	Encyclopedia, dictionary, paper, and pencil.
17. MUSIC	Paper, pencil, and musical instrument.
18. LANGUAGE	Paper or notebook, pencil, and "Route of Amelia's Last Flight " map.

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TEST

NAME _____ DATE _____

1. **Amelia was very much interested in promoting**

   a. the Comparable Pay Bill.
   b. women belonging to fraternities.
   c. separate jobs for women and men.
   d. a woman's right to select a career.

2. **Amelia's navigator for her flight around the world was**

   a. Billy Mitchell.
   b. John Douglas.
   c. Fred Noonan.
   d. John Booth.

3. **Amelia Earhart's first flight was as**

   a. a passenger.
   b. an aviatrix.
   c. a mechanic.
   d. a copilot.

4. **The continents Amelia flew over were**

   a. North America, South America, Australia, and Africa.
   b. South America, Asia, Australia, and North America.
   c. South America, Asia, Antarctica, and North America.
   d. Antarctica, Europe, North America, and Africa.

5. **Amelia proved that**

   a. school children should be taught flying.
   b. men needed women to be successful.
   c. women could fly as well as men.
   d. air travel is safe.

6. **Amelia attended**

   a. grade school.
   b. high school.
   c. college.
   d. all of the above.

7. **Amelia Earhart was married and was once a**

   a. radio announcer.
   b. social worker.
   c. dietician.
   d. mechanic.

8. **Amelia flew the first solo flight nonstop from Honolulu, Hawaii, to**

   a. Oakland, California.
   b. Mexico City, Mexico.
   c. Newark, New Jersey.
   d. Denver, Colorado.

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9. Amelia's death was

a. reported by Fred Douglas.
b. caused by angry natives.
c. and still is a mystery.
d. caused by lightning.

10. Amelia Earhart made a solo flight from Harbour Grace to

a. New Brunswick.
b. Ireland.
c. Mexico.
d. Wales.

11. Amelia accomplished her flights

a. alone.
b. with only the aid of women.
c. with the support of amateurs.
d. with the support of many people.

12. Amelia Earhart's family

a. lived in the same house while she was growing up.
b. moved frequently because of her father's work.
c. flew nonstop to England.
d. disliked traveling.

13. Amelia was the first woman to

a. fly solo across the Atlantic.
b. fly the Atlantic as a passenger.
c. fly solo from Mexico to New Jersey.
d. accomplish all of the above.

14. Amelia Earhart was an

a. aviatrix.
b. engineer.
c. inventor.
d. artist.

15. The plane that Amelia flew on her round-the-world attempt was an

a. Electrolyte.
b. Entertainer.
c. Electra.
d. Elgin.

TEST KEY

1. d
2. c
3. a
4. a
5. c
6. d
7. b
8. a
9. c
10. b
11. d
12. b
13. d
14. a
15. c

STUDENT RECORD SHEET

AMELIA EARHART

BY

STUDENT'S NAME_____

	Started	Finished	Comments	Initials
Task 1—MATHEMATICS				
Task 2—MATHEMATICS				
Task 3—LANGUAGE				
Task 4—LANGUAGE				
Task 5—LANGUAGE				
Task 6—LANGUAGE				
Task 7—SPELLING				
Task 8—READING				
Task 9—READING				
Task 10—READING				
Task 11—VALUES CLARIFICATION				
Task 12—VALUES CLARIFICATION				
Task 13—ART				
Task 14—HEALTH				
Task 15—GEOGRAPHY				
Task 16—SCIENCE				
Task 17—MUSIC				
Task 18—LANGUAGE				

Pretest Score: Date:	Posttest Score: Date:

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STUDENT TASK CARDS

TASK 1 - MATHEMATICS

In 1928, Amelia Earhart became the first woman to fly the Atlantic as a passenger. She flew 2,500 miles from Trepassey, Newfoundland, to Burry Port, Wales. Later, in 1932, she flew 600 miles from New York to St. John, New Brunswick, 550 miles more to Harbour Grace, Newfoundland, and from Harbour Grace made a solo flight, battling storm and darkness, 2,200 miles to Londonderry, Ireland.

1. How many years passed between the two flights?
2. What was the difference in total miles flown on the 1928 flight from the 1932 flight?
3. Man made his first flight in 1783 when two Frenchmen rose into the air in a Montgolfier balloon. How many years passed between this flight and Amelia's *solo* flight?
4. The Wright brothers' famous flight took place at Kitty Hawk, North Carolina, in 1903.
   a. How many years passed between the flight of the two Frenchmen and that of the Wright brothers?
   b. How many years passed between the Wright brothers' flight and Amelia's Atlantic flight as a passenger?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 2 - MATHEMATICS

In 1937, Amelia Earhart (with her navigator, Fred J. Noonan) boarded the Electra to begin her flight around the world. She started in Oakland, California, on May 20th. Using the "Route of Amelia's Last Flight" map and the data given, answer the following questions:

1. How many days passed between her departure from Oakland, California, and her arrival at Lae, New Guinea?
2. Approximately how many days were spent in repairing the airplane?
3. Did Amelia fly more or less than 10,000 miles on her flight between Oakland and Lae?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

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TASK 3 - LANGUAGE

Today, January 11, 1935, you saw Amelia Earhart take off from Honolulu, Oahu, headed for Oakland, California. Design or decorate a piece of paper to look like stationery and write a letter to your best friend and tell him or her what you thought about as you watched Amelia taxi down the runway.

Would you want to be with her? Was she foolish? Were you proud? What were people near you saying? Were there any strange sounds?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 4—LANGUAGE

Amelia lived in Chicago and attended Hyde Park High School. Miss Dingee, Amelia's English teacher, gave her students the same daily assignment of reading silently. Since Miss Dingee was extremely deaf, only shouting students caused her to look up from the book she was reading. Amelia felt students were taking advantage of the teacher and were learning nothing in the process. She tried to convince the other students to sign a petition to have the teacher replaced. The other students didn't want to give up their free time for work and hooted at Amelia.

Choose one. Be sure to read the note below.

1. Pretend you are Amelia and prepare a 1- to 2-minute speech that might convince students to sign the petition.

2. Pretend that you are a lazy, fun-loving student who thinks Amelia is foolish to give up party time for serious study. Prepare a 1- to 2-minute speech that would convince Amelia that her plea was falling on disinterested ears.

NOTE: Your voice will sound different for each speech. Where will you be most pleading and sincere? Where will you sound disgusted, enthusiastic, silly, or arrogant?

DATE YOUR RECORD AFTER YOU GIVE YOUR SPEECH.

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TASK 5 - LANGUAGE

Two poems are on the poster under Amelia Earhart's picture on the bulletin board. Gill Robb Wilson's poem "Amelia" is marked below for choral reading. Practice it with several other students in your class, and then present it to the entire class.

AMELIA

Girl (Haunting voice)	Somewhere (pause) a fin on a lazy sea And a broken prop on a coral key;
Boy (Deep voice)	Somewhere (pause) a dawn whose morning star Must etch dim light on a broken spar;
Boy (Medium voice)	Somewhere (pause) a twilight that cannot go Till it kisses the surf with its afterglow;
All (Softly, mournfully)	But here only silence and weary eyes And an empty hangar and empty skies.
Girl (Light voice)	Somewhere (pause) the toss of a tousled head In the streets of the angels overhead;
Girl (Smile in voice)	Somewhere (pause) a smile that would never fade As the score reversed in the game she played;
2 Girls (Lightly, swiftly)	Somewhere a spirit whose course held true To do the thing that it wished to do;
All (Sadly, slowly)	But here only silence and weary eyes And an empty hangar (pause) and empty skies.

DATE YOUR RECORD SHEET.

TASK 6—LANGUAGE

Amelia worked as a teacher and social worker at Denison House in Boston's Syrian-Chinese district. She loved her work and her pupils and often visited their homes. The children were fascinated by her low-slung, yellow sports car which she called the "Yellow Peril." Frequently, she took as many as ten children for a ride around the block driving slowly past their homes so their families could see them.

Imagine Amelia's car stuffed with children. Some of them are receiving their first automobile ride.

Plan and put on a short skit about several young people taking their first auto ride. They are going to drive by their homes so their families can see them. How did they get the ride? Were they excited getting in the car? How did their families react? Do you need a narrator?

You may want to use chairs for this simple skit. Amelia's sky is the limit for props.

WHEN THE SKIT HAS BEEN PRESENTED, EACH PERSON IN THE SKIT SHOULD DATE HIS/HER RECORD SHEET.

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TASK 7—SPELLING

There are always words available for students to master. For this task, select 13 words to learn and master. Each word must begin with a letter in Amelia Earhart's name, and each word must be about aviation.

Prepare your list and give it to your teacher for evaluation. Later the teacher or another student will test you when you are prepared.

EXAMPLE:

Airplane
M
E
L
I
A

E
A
R
Hangar
A
R
T

WHEN YOU PASS YOUR TEST, DATE YOUR RECORD SHEET.

TASK 8—READING

Read any available book about Amelia's life. Do the following:

1. Write down five events that you think are the most important in Amelia's life.
2. List them in the order that they occurred in her life.
3. Write each of the five events on a different strip of paper. You will have five strips of paper with one event on each strip. Give them to a friend to see if he or she can arrange them correctly. YOU MIGHT WANT TO HIDE THE CORRECT NUMBERS ON THE BACKS OF THE STRIPS.

PLACE YOUR CORRECT-ORDER LIST AND THE FIVE STRIPS IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 9—READING

Amelia moved many times because her father worked for the railroad. Whenever a change was necessary, she moved but it might have been *reluctantly*. Sometimes there were *financial* worries and *ominous* feelings. It seems *incredible* that one day she would be able to loan money to a former mechanic who had *tuberculosis* and to pay for an *alcoholic's* treatment. She was a *benefactor*.

Using your dictionary, select and look up five of the italicized words. On a sheet of paper, write the word and its meaning, and then use the word in a complete sentence of your own.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 10—READING

Amelia Earhart could not have prepared for her flights by herself. She needed ground support. Mechanics were very important.

Using your encyclopedia, look up *mechanic* to see what types of tools, motors, and machines a mechanic might use.

Write M
E
C
H
A
N
I
C

See how many words you can write beside the letters. The words must have something to do with the job.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

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TASK 11—VALUES CLARIFICATION

Amelia Earhart belonged to a *sorority* and enjoyed the ritual and pleasant friendships she made. Discovering that some girls did not belong to any sorority, she said that every girl should have the opportunity to join a sorority if she wanted to. She suggested that there should be more groups available.

Young men can belong to a *fraternity* when they are in college.

Use your dictionary and encyclopedia to look up *fraternity* or *sorority*. Some people think young people should belong to a secret society. Some say it is wiser to be an independent. List three reasons for secret organizations and three against. Put a star beside the ideas you believe Amelia Earhart would agree with.

PLACE YOUR LIST IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 12—VALUES CLARIFICATION

Amelia had to make many choices during her lifetime. She probably had to say no to some things, do some things that were hard, and had to have lots of courage.

Find a classmate and see if the two of you can come up with a list of five to ten things that each of you would need to give up, do, or learn to be like Amelia. Allow yourself only 5 minutes to do this.

PLACE YOUR LIST IN YOUR FOLDER. BOTH STUDENTS MAY DATE THEIR OWN RECORD SHEETS.

TASK 13—ART

In the spring of Amelia Earhart's first year of college, the United States entered World War I. She felt women were assigned lesser jobs during the war, and she began a scrapbook on women's careers. From newspapers and magazines, she cut stories and pictures of women doing jobs usually considered to be men's work.

Choose one:

1. Using available magazines and newspapers, make a scrapbook or poster of women's careers with women doing jobs done mostly by men in the past.

2. Make a scrapbook or poster of men doing jobs women usually do. Ask your teacher where you should place your completed project for display.

DATE YOUR RECORD SHEET WHEN YOU DISPLAY YOUR PROJECT.

TASK 14—HEALTH

In the spring of 1918, Amelia was hospitalized with a severe case of pneumonia. Use your dictionary or visit your school or public library and read about pneumonia. When you have finished your research, write the answers to the following questions:

1. What are some of the causes of pneumonia?

2. Are there new drugs or medicines that make pneumonia less dangerous than it was in 1918?

3. What organs of the body are most affected by pneumonia?

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

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TASK 15—GEOGRAPHY

Amelia Earhart was born in *Kansas*, studied in *New York*, learned to fly in *California*, and taught in *Massachusetts*. As the first aviatrix to fly from Mexico City to *New Jersey*, she flew above several states. On her last flight, she started from *California* to fly around the world. Her last stop in the United States was *Florida*.

Use a globe or map to find out what states she overflew on these flights. Make a list of all the states she would have been *in* or *over*.

Using a student map of the United States, (look on your supply table) color in all the states that you and Amelia have both been in or flown over. (Place an X in all other states where you have been.) Draw an airplane or arrow on the other states where Amelia had been.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 16—SCIENCE

Fred Noonan was Amelia Earhart's navigator on the Electra, the plane that she flew on her last flight in an attempt to go around the world. She and Fred had to land on Howland Island. Her death/disappearance is still a mystery.

Navigation is a very important skill, and dependable methods are needed for a successful flight. There are several methods used in air navigation. Select one of the methods listed below to read about in your encyclopedia. Write a paragraph about which method Fred Noonan might have used in the final hour of his last flight.

Pilotage
Dead reckoning
Celestial navigation
Radio navigation
Radar (radio detection and ranging)

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

TASK 17—MUSIC

Amelia loved music. She inherited her father's talent for playing the piano by ear. She also taught herself to read music and "picked out" many operatic arias and other tunes she enjoyed. At Ogontz School, she joined the Mandolin Club and learned the fingering for a stringed instrument. Later, while recuperating from pneumonia, she bought a banjo and found a musician to give her a few lessons. She enjoyed many different kinds of music—classical, show tunes, and tunes which she composed and made up lyrics for.

Do you play a musical instrument? Try writing an original tune and the words for it and playing it for your class. If you do not play an instrument, perhaps you can sing the lyrics while a classmate plays the tune.

WHEN YOU HAVE GIVEN YOUR PERFORMANCE, DATE YOUR RECORD SHEET.

TASK 18—LANGUAGE

Using the "Route of Amelia's Last Flight" map as a guide, select a 7-day period to write a journal of what Amelia might have recorded on her adventure. If you prefer, you might want to write for Fred Noonan, her navigator. Each day should contain at least seven lines of writing.

PLACE YOUR WORK IN YOUR FOLDER. DATE YOUR RECORD SHEET.

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SUGGESTIONS FOR EVALUATING STUDENT ACTIVITIES

TASK 1—MATHEMATICS

1. 4 years

1932 - Flight to Ireland
1928 - Atlantic flight
4 - Years passed

2. 850 miles

600 miles
550 miles
2,200 miles
3,350 - Miles flown in 1932
-2,500 - Miles flown in 1928
850 miles - Difference between the two flights

3. 149 years

1932 - Amelia's solo flight
1783 - Montgolfier balloon flight
149 - Years difference

4. a. 120 years

1903 - Wright brothers' flight
1783 - Montgolfier balloon flight
120 - Years passed

b. 25 years

1928 - Amelia's Atlantic flight
1903 - Wright brothers' flight
25 - Years passed

TASK 2—MATHEMATICS

1. 43 days

May 31 - Days in May
-May 20 - Flight began
11 - Days
+ 1 - Including the day of May 20
12 - Flying days in May
+ 30 - Flying days in June
42 - Flying days in May and June
+ 1 - Flying day in July
43 - Days passed

2. 17 days

1 - Day, May 21
9 - Days from May 23 - May 31
2 - Days, June 15 & 16
3 - Days, June 21 - 23
2 - Days, June 25 & 26
17 - Days spent on repairs

3. More

27,000 - Estimated flight miles
-7,000 - Miles remaining
20,000 - Miles traveled

TASK 3—LANGUAGE

Proofread letter. Make corrections.

TASK 4—LANGUAGE

After a speech or speeches are given, have listeners indicate by a show of hands if they would sign the petition.

TASK 5—LANGUAGE

Check for expression.

TASK 6—LANGUAGE

After the skit, ask participants and the audience how Amelia was important in the setting.

TASK 7—SPELLING

Airfoils	Equator
Magneto	Acceleration
Elevator	Rudder
Lift	Humidity
Insolation	Ailerons
Altimeter	Ramjet
	Tachometer

Other words are acceptable. Make sure that the original word list is correct. Then test the student's spelling of the words on the list.

TASK 8—READING

Check for correct-order list and five event strips.

TASK 9—READING

Reluctantly	Unwillingly.
Financial	Monetary resources.
Ominous	Threatening, pertaining to an evil omen.
Incredible	Unbelievable.
Tuberculosis	A communicable disease caused by microorganisms causing lesions in the lungs.
Alcoholic	A person suffering from addiction to alcohol.
Benefactor	One who gives financial aid.

Check for five words, meanings, and a sentence for each.

TASK 10—READING

MANIFOLD
ENGINE
CARBURETOR
HYDRAULIC
AIR CLEANER
NEEDLE-NOSE PLIERS
INTAKE
CYLINDER

Other words are acceptable.

BEST COPY AVAILABLE

TASK 11—VALUES CLARIFICATION

Check for three reasons for and three reasons against a secret organization.

TASK 12—VALUES CLARIFICATION

Check for a list of five to ten items dealing with choices.

TASK 13—ART

Check for a scrapbook or poster on careers.

TASK 14—HEALTH

1. Bacteria, fungi, various parasites, or conditions such as allergy exposure to chemicals and foreign bodies.
2. Penicillin, antibiotics, chemotherapy, etc.
3. The lungs.

Accept reasonable answers.

TASK 15—GEOGRAPHY

States Amelia overflew: California, Arizona, New Mexico, Texas, Louisiana, and Florida.

Check for above states being colored, Xs on additional states, and an airplane or arrow on Kansas, New York, California, Massachusetts, New Jersey, New Hampshire, Maine, Mississippi, Alabama, Georgia, South Carolina, North Carolina, and Virginia.

TASK 16—SCIENCE

Check for a paragraph on one of the following:

Pilotage - determining position by landmarks.

Dead reckoning - based on knowledge of direction of airplane, speed, and number of hours in flight.

Celestial navigation - reference to the stars using a sextant.

Radio navigation - following a directional path sent by a radio range beam.

Radar - based on the use of a radio echo.

TASK 17—MUSIC

Listen to singing or playing of original music.

TASK 18—LANGUAGE

Check for a journal covering seven days.

AEROSPACE EDUCATION

ACHIEVEMENT AWARD

_____

has successfully completed

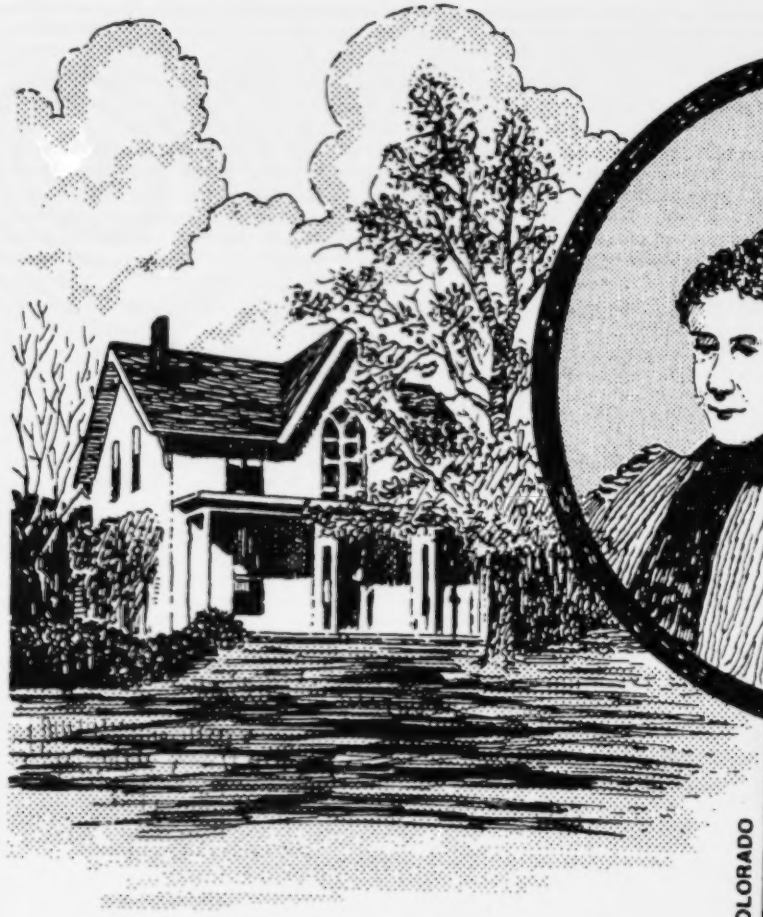
THE AEROSPACE EDUCATION LEARNING PACKET ON

AMELIA EARHART

Given this _____ day of _____ 19___

_____ _____

Teacher Principal



AMELIA'S MOTHER AND FATHER—AMY OTIS AND EDWIN STANTON EARHART

AMELIA WAS BORN IN ATCHISON, KANSAS, JULY 24, 1897.

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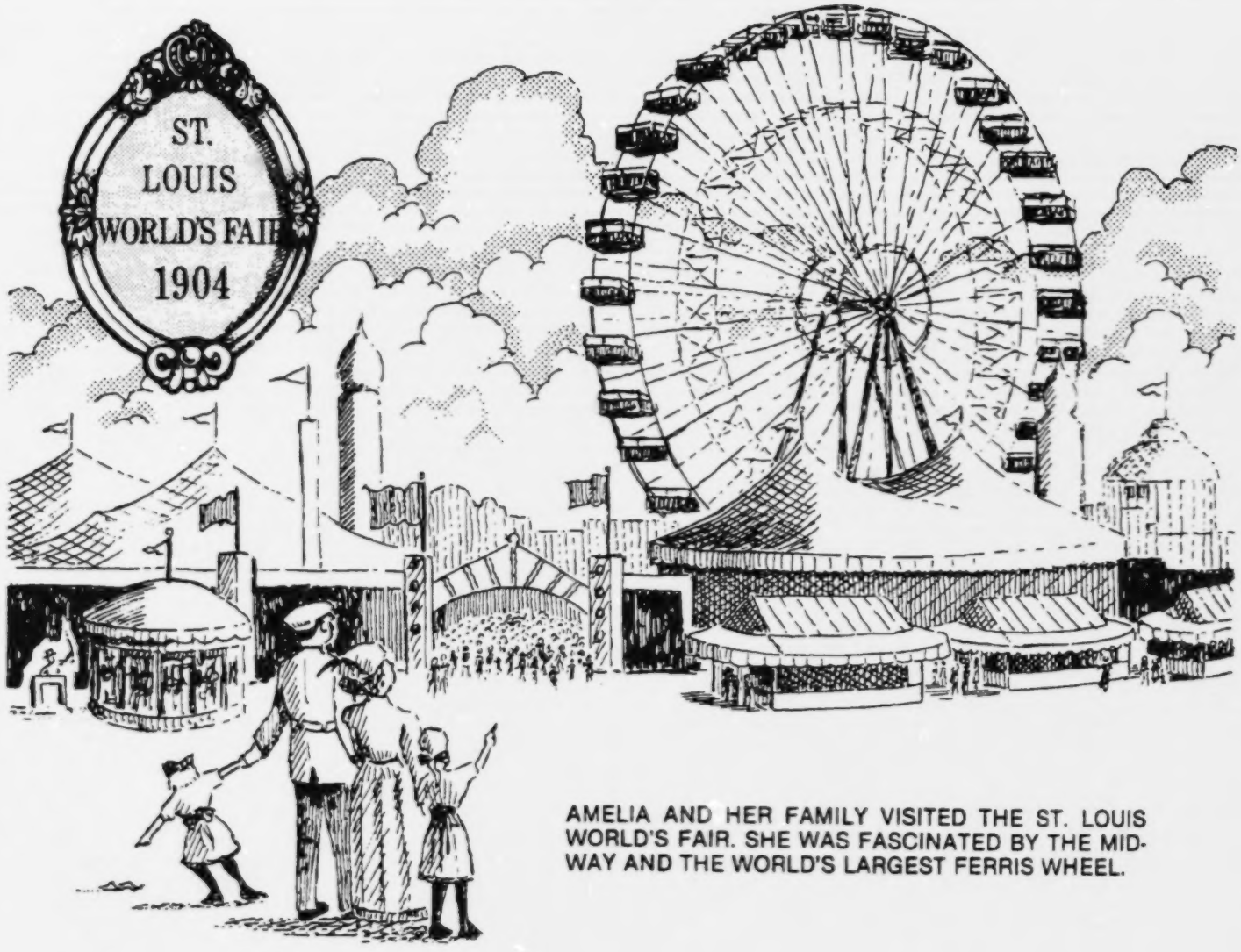

AMELIA AND HER FAMILY VISITED THE ST. LOUIS WORLD'S FAIR. SHE WAS FASCINATED BY THE MIDWAY AND THE WORLD'S LARGEST FERRIS WHEEL.

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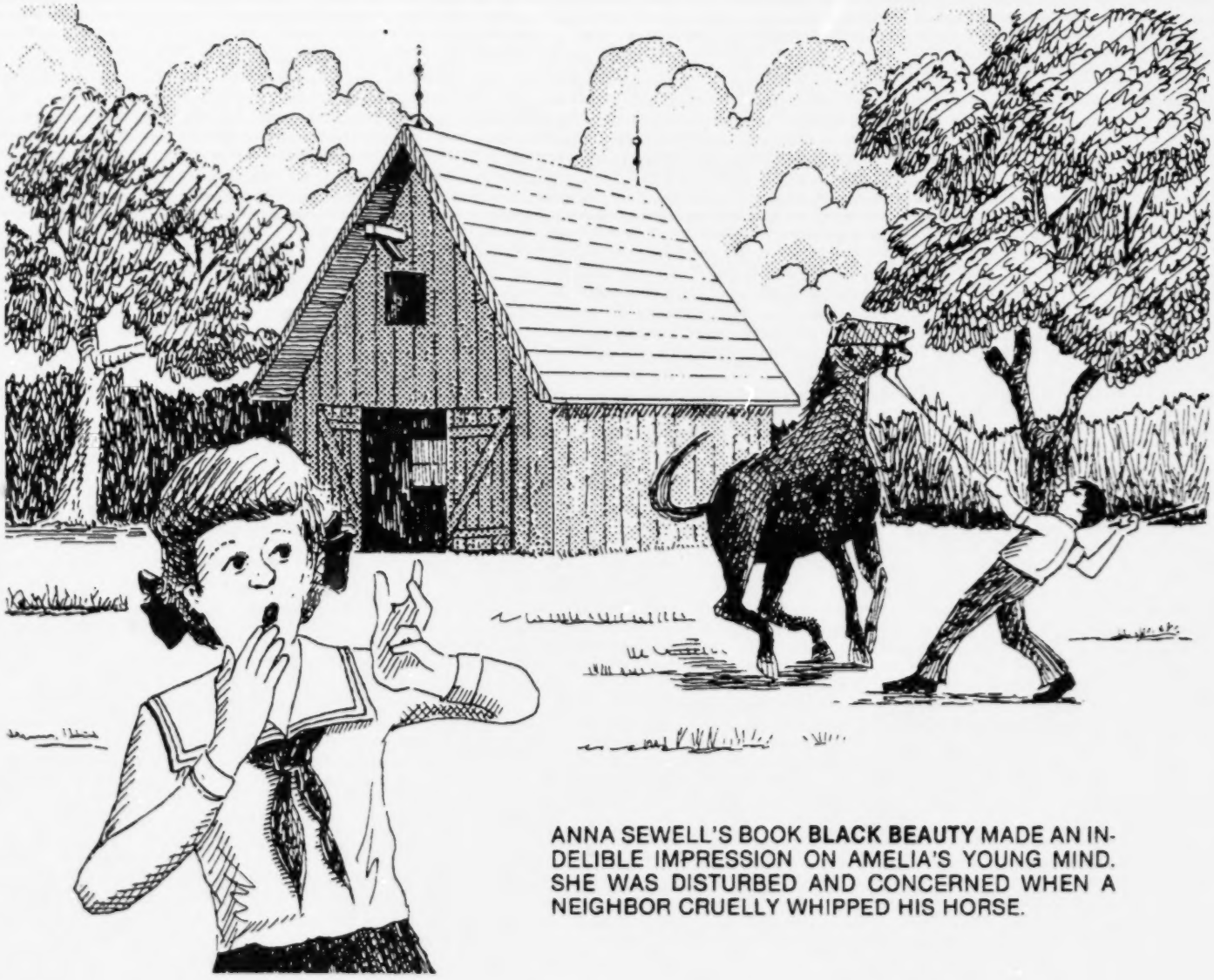
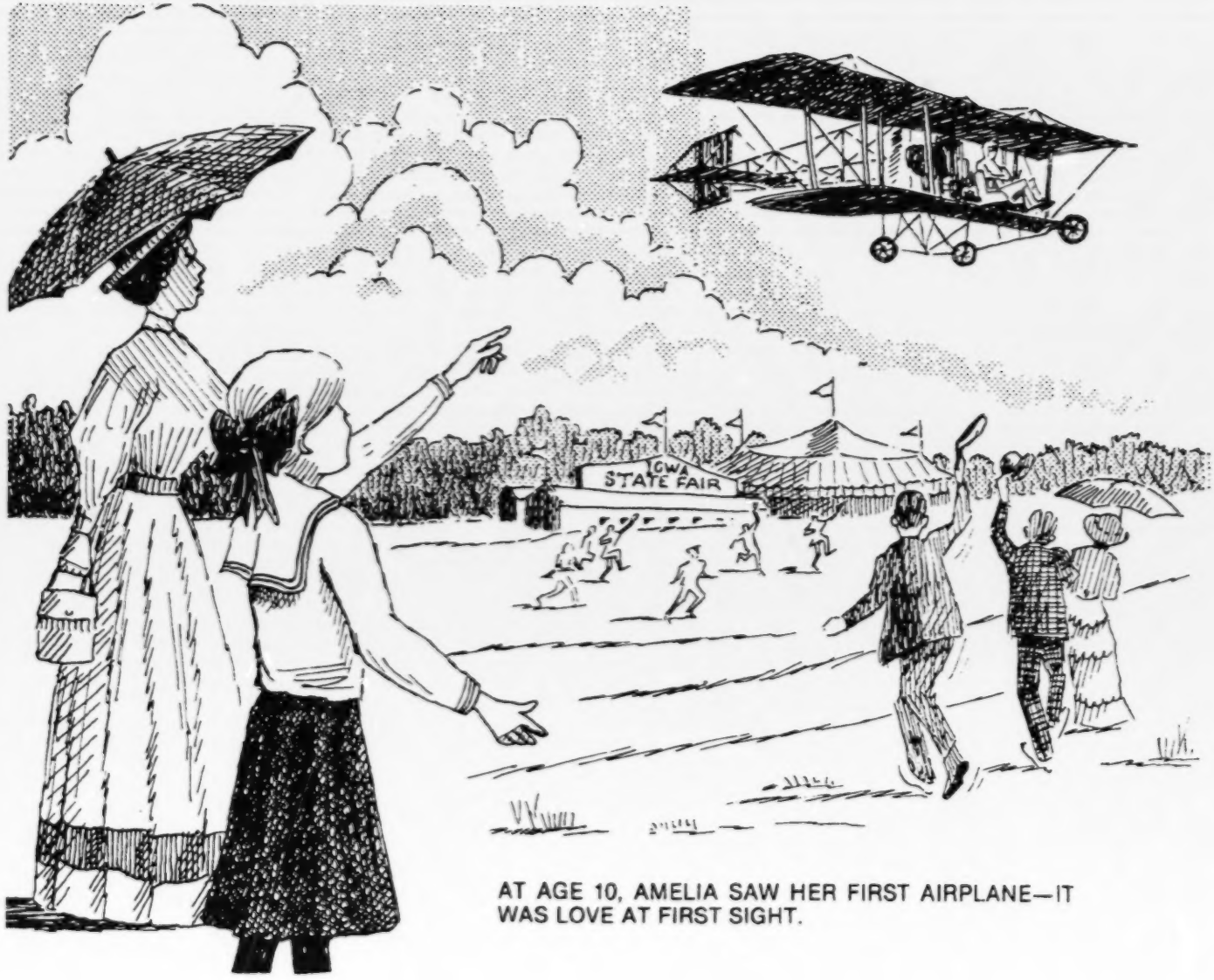
AMELIA TRIED A "HOMEBUILT" BACKYARD ROLLER COASTER. IT LEFT THE TRACK KNOCKING OVER THE TRESTLE. SHE JUMPED UP FROM THE WRECKAGE SHOUTING HAPPILY, "OH PIDGE, IT'S JUST LIKE FLYING . . . ."



ANNA SEWELL'S BOOK **BLACK BEAUTY** MADE AN INDELIBLE IMPRESSION ON AMELIA'S YOUNG MIND. SHE WAS DISTURBED AND CONCERNED WHEN A NEIGHBOR CRUELLY WHIPPED HIS HORSE.

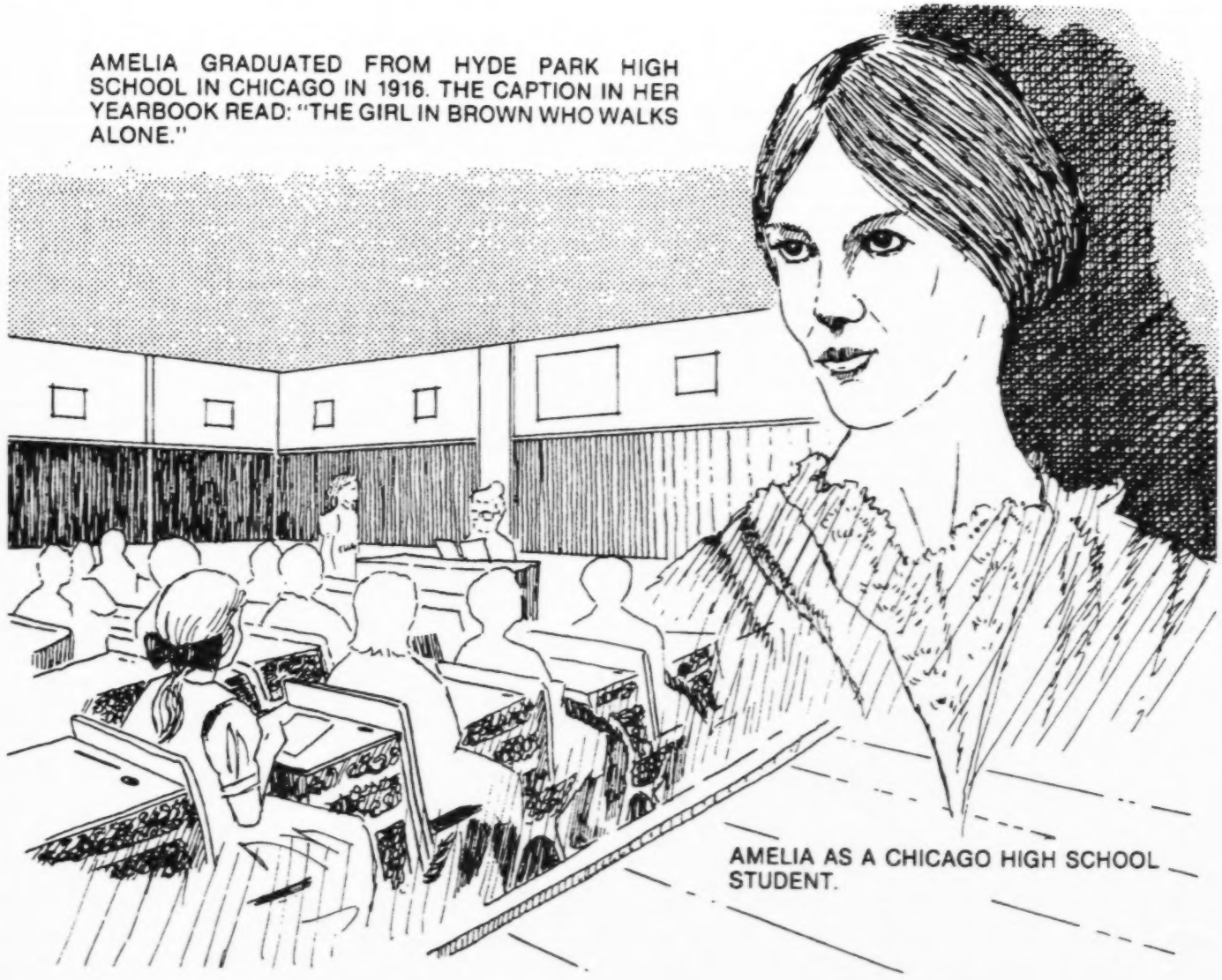
BOOKS WERE ALWAYS IMPORTANT TO AMELIA. ONE OF HER FAVORITE PASTIMES WAS READING IN HER GRANDFATHER'S LIBRARY.

AMELIA'S IMAGINATION KNEW NO BOUNDS. SHE CRAWLED UNDER A FENCE AND DOWN A BANK TOWARD THE RIVER IN SEARCH OF BURIED TREASURE IN A "PIRATE'S" CAVE. GRANDMOTHER SCOLDED HER FOR THIS DANGEROUS ESCAPADE.



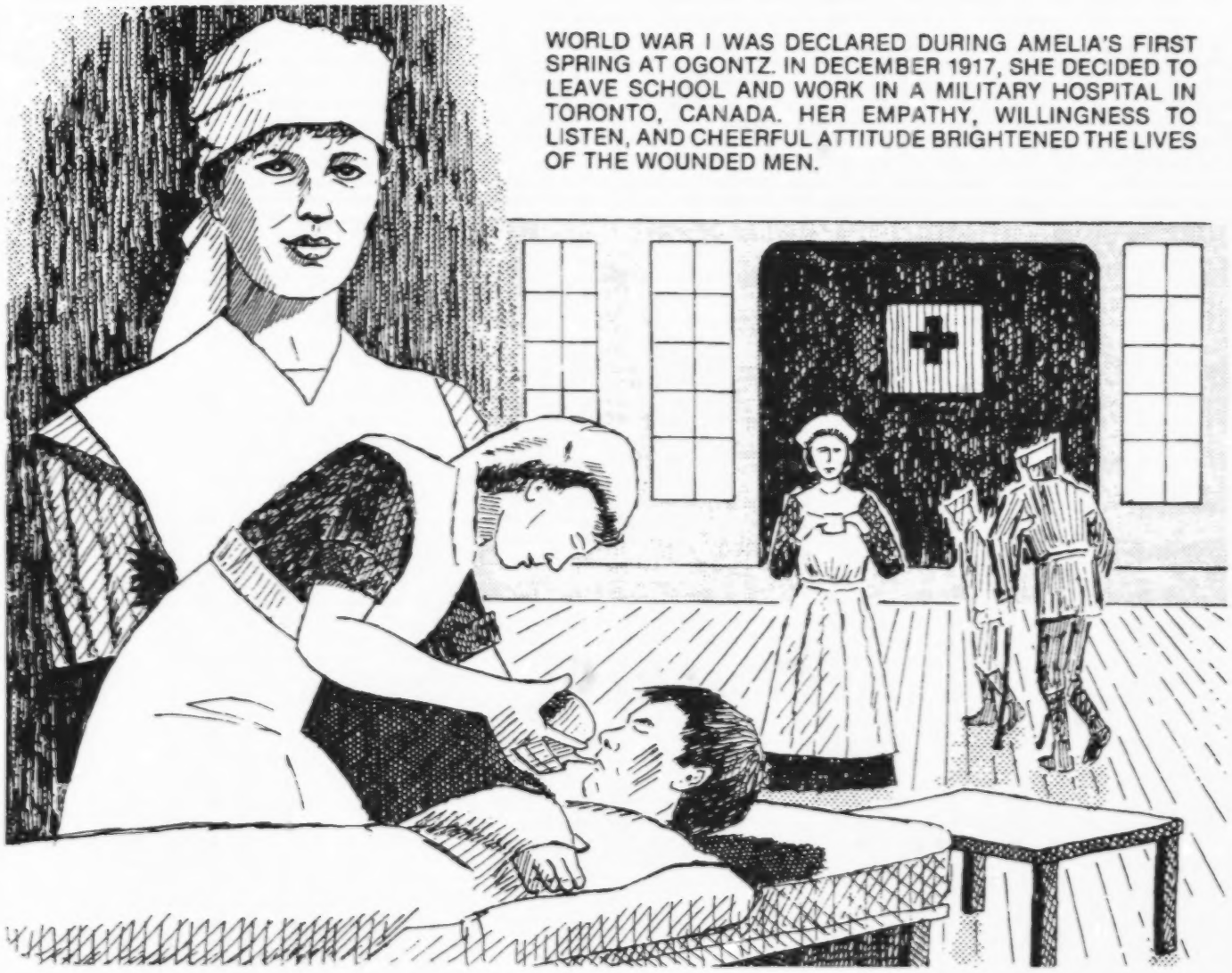
AT AGE 10, AMELIA SAW HER FIRST AIRPLANE—IT WAS LOVE AT FIRST SIGHT.

AMELIA GRADUATED FROM HYDE PARK HIGH SCHOOL IN CHICAGO IN 1916. THE CAPTION IN HER YEARBOOK READ: "THE GIRL IN BROWN WHO WALKS ALONE."

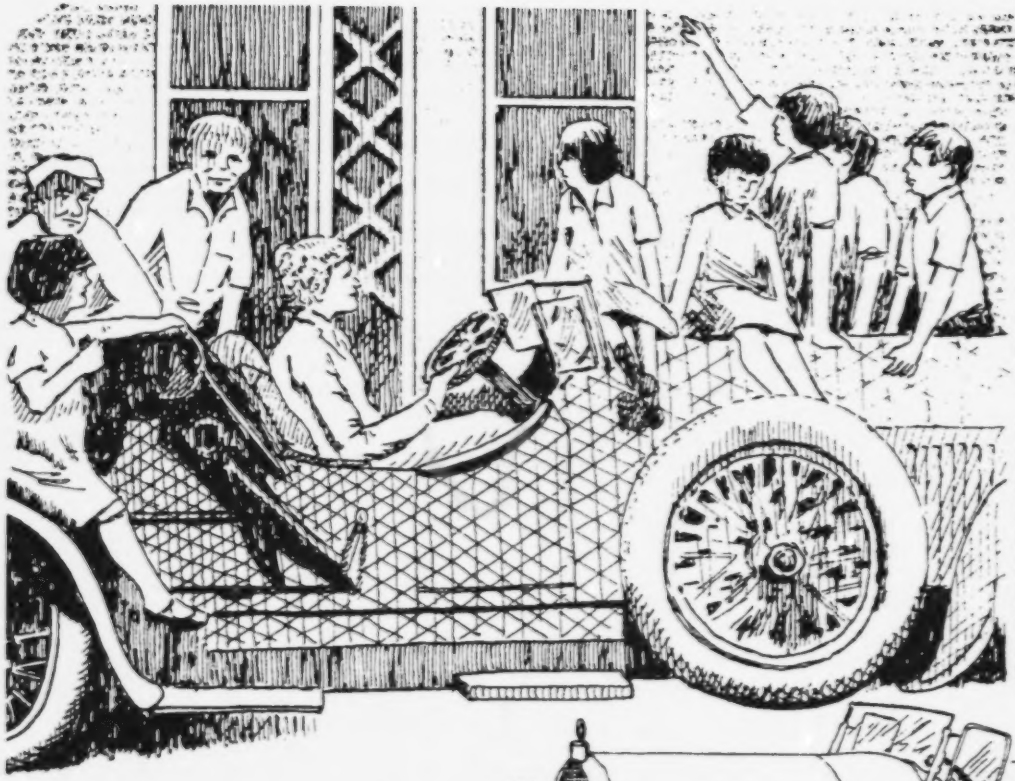


AMELIA AS A CHICAGO HIGH SCHOOL STUDENT.

AMELIA AS A COLLEGE STUDENT.
AMELIA ENTERED COLLEGE AT OGONTZ SCHOOL, RYDAL, PENNSYLVANIA IN 1916.
OGONTZ YOUNG LADIES ON A SUNDAY OUTING.
OGONTZ SCHOOL.

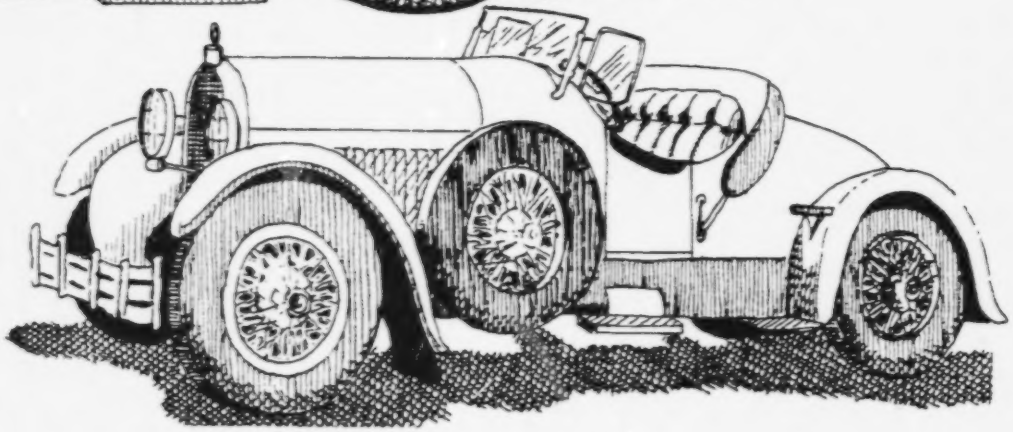

WORLD WAR I WAS DECLARED DURING AMELIA'S FIRST SPRING AT OGONTZ. IN DECEMBER 1917, SHE DECIDED TO LEAVE SCHOOL AND WORK IN A MILITARY HOSPITAL IN TORONTO, CANADA. HER EMPATHY, WILLINGNESS TO LISTEN, AND CHEERFUL ATTITUDE BRIGHTENED THE LIVES OF THE WOUNDED MEN.

AMELIA SOLOED JUNE 1922 IN A KINNER AIRSTER.
NETA SNOOK, AMELIA'S FIRST FLIGHT INSTRUCTOR.
AMELIA'S LOCKHEED VEGA, THE "LITTLE RED BUS."
AMELIA, THE AVIATOR, IN CLASSIC BOOTS, LEATHER JACKET, AND HELMET WITH GOGGLES.



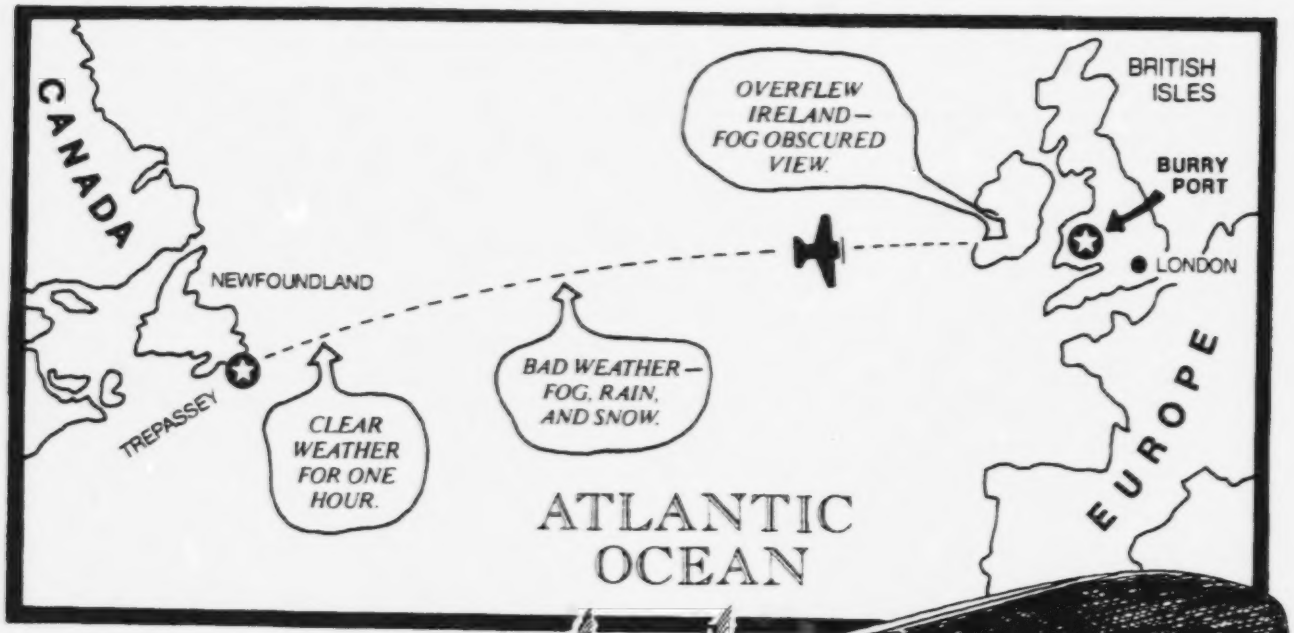
AMELIA BECAME AN ENGLISH TEACHER OF FOREIGN-BORN STUDENTS AT DENISON HOUSE IN BOSTON. HER EAGERNESS TO TEACH AND HER PATIENT, LOVING ATTITUDE WON THE HEARTS OF THE CHILDREN AND THEIR PARENTS.

FREQUENTLY, SHE WOULD LET AS MANY AS TEN CHILDREN CLIMB IN AND OVER THE CAR WHILE SHE DROVE SLOWLY DOWN THE STREET SO THAT THE CHILDREN COULD WAVE TO THEIR FAMILIES GATHERED ON THE SIDEWALK.



AMELIA'S KISSEL AUTOMOBILE, THE "YELLOW PERIL."

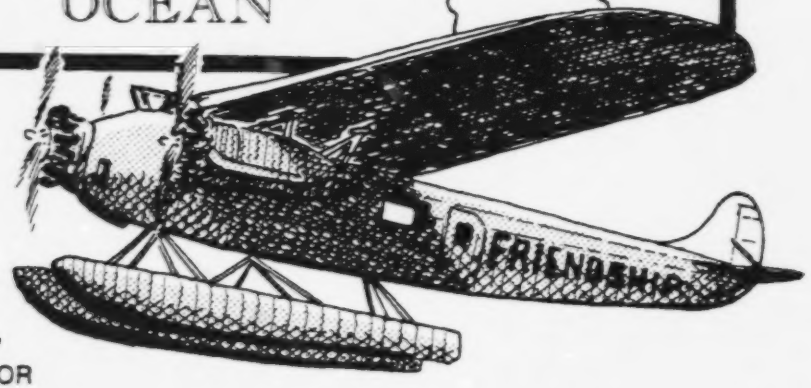
FIRST WOMAN TO CROSS THE ATLANTIC (PASSENGER)



JUNE 17 - 18, 1928

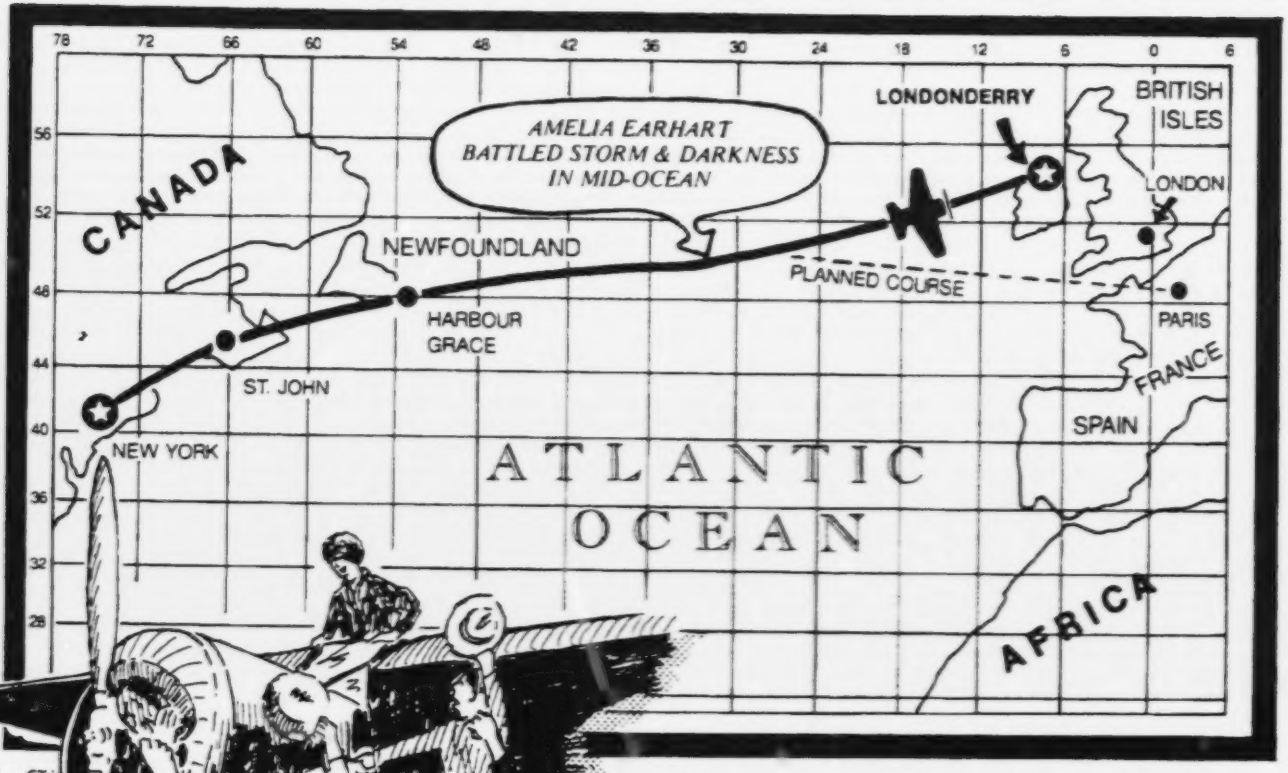
1. TREPASSEY, NEWFOUNDLAND
   46.44N - 53.22W

2. BURRY PORT, WALES
   51.42N - 04.15W



The *"FRIENDSHIP,"*
A FOKKER TRIMOTOR

FIRST WOMAN TO FLY THE ATLANTIC (SOLO)



AMELIA'S ROUTE ACROSS ATLANTIC—1932

1. NEW YORK ..... 40.43N - 74.01W
2. ST. JOHN'S N.B. CANADA ..... 45.16 - 66.03W
3. HARBOUR GRACE, NEWFOUNDLAND 47.42N - 53.13W
4. LONDONDERRY, IRELAND ..... 55.00N - 07.19W

AMELIA IN HER LOCKHEED "VEGA"

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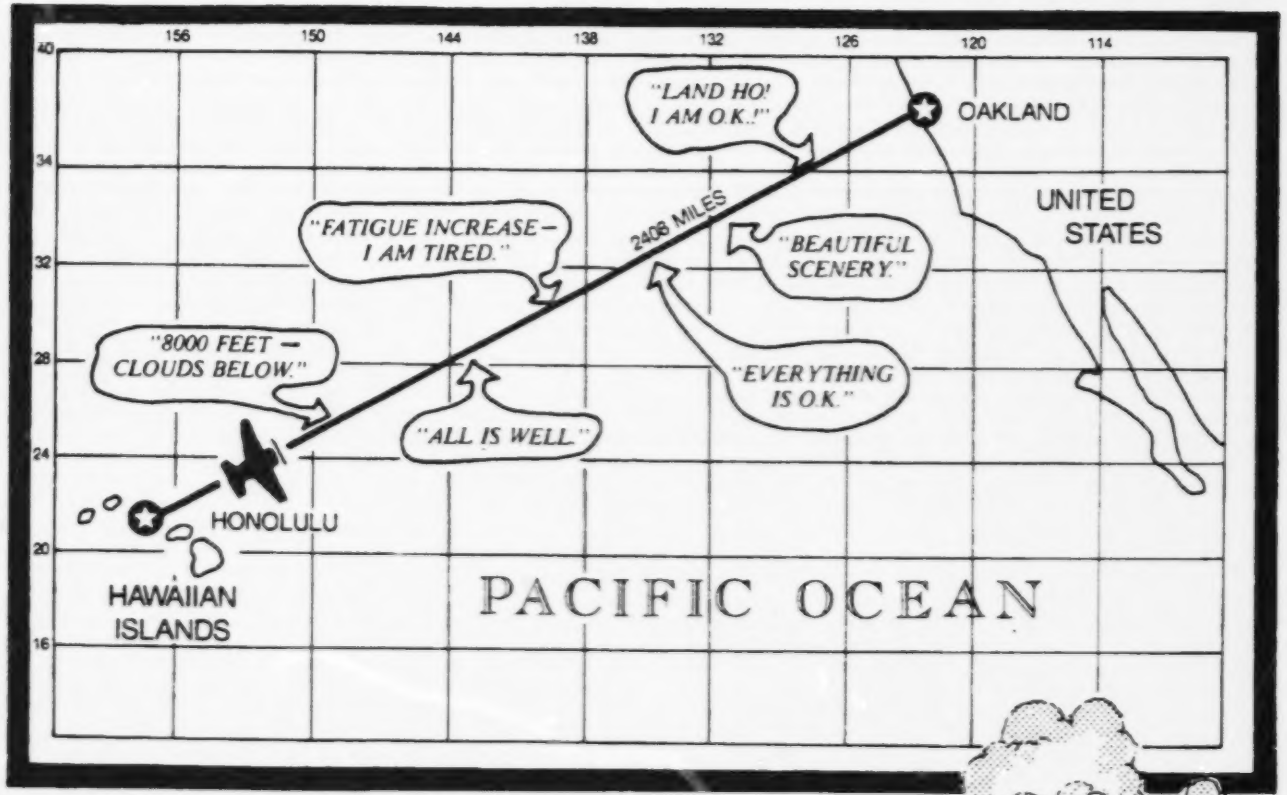
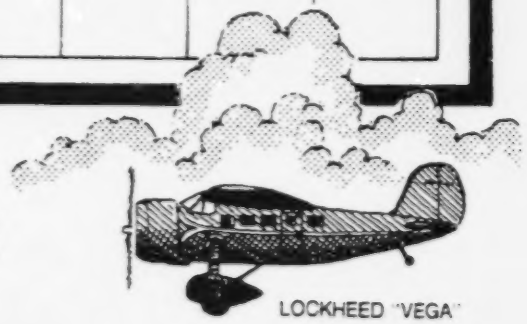
FIRST WOMAN TO FLY FROM HAWAII TO MAINLAND USA



HONOLULU to OAKLAND—JANUARY 1935

1. HONOLULU ..... 21.19N - 157.52W
2. OAKLAND, CALIFORNIA ..... 37.47N - 122.13W



LOCKHEED "VEGA"

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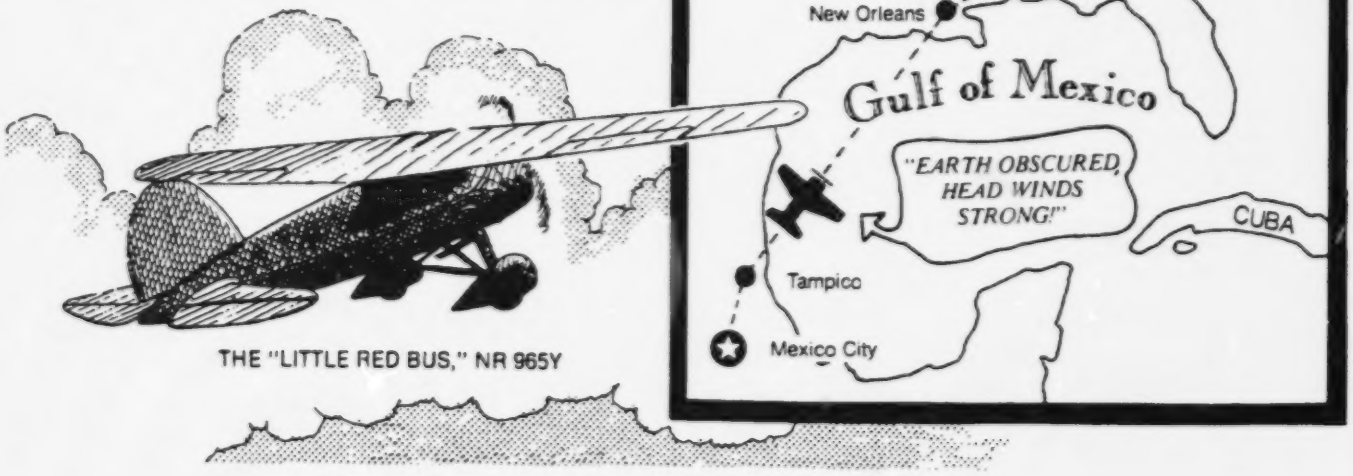
FIRST AVIATRIX TO FLY FROM MEXICO CITY TO NEWARK, NJ - 1935

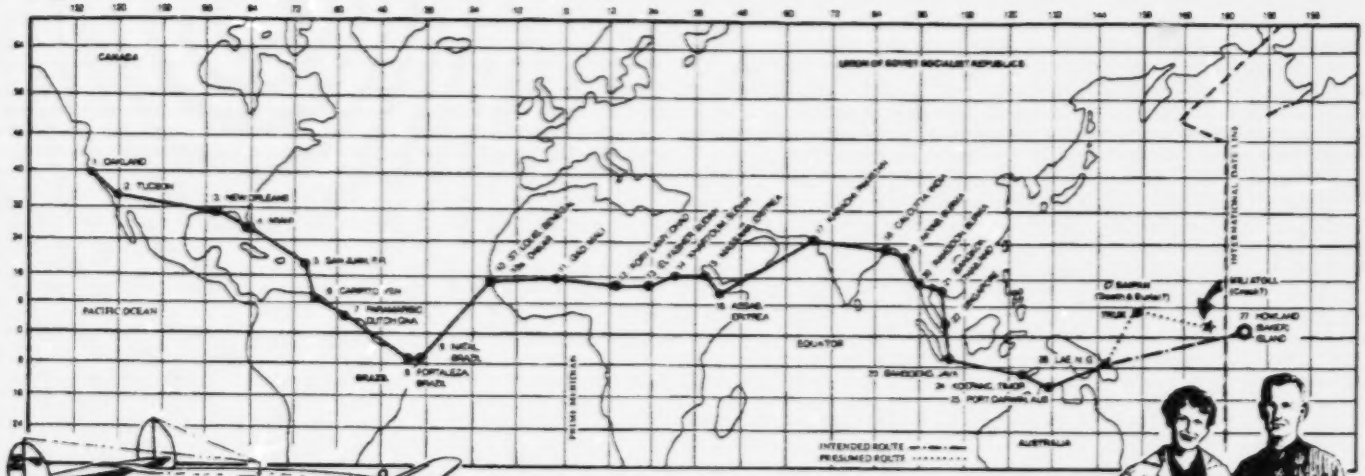
AMELIA'S ROUTE
MEXICO CITY TO NEWARK, NJ

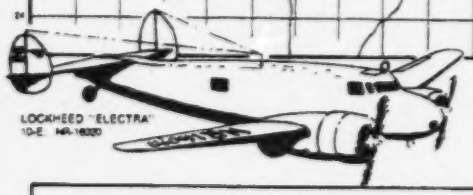
1.	MEXICO CITY	19.24N - 99.09W
2.	TAMPICO	22.13N - 97.51W
3.	NEW ORLEANS	29.58N - 90.07W
4.	MOBILE	30.42N - 88.05W
5.	ATLANTA	33.45N - 84.23W
6.	WASHINGTON, D.C. ..	38.54N - 77.01W
7.	NEWARK	40.44N - 74.10W



THE "LITTLE RED BUS," NR 965Y

ROUTE OF AMELIA'S LAST FLIGHT





LOCKHEED "ELECTRA"
10-E NR-16020

AMELIA'S FLIGHT LOG

AMELIA AND NAVIGATOR
FRED NOONAN

1. May 20, 1937—Oakland, California—Flight began. Approximately 27,000 miles for the flight.
2. May 21—Tucson, Arizona—Left engine caught fire after refueling. Blaze quickly extinguished, and only small repairs necessary.
3. May 22—New Orleans, Louisiana—Overnight.
4. May 23 to June 1—Miami, Florida—Final repairs and adjustments to Electra.
5. June 1—San Juan, Puerto Rico—First 1000 miles of flight and first stretch of ocean crossed.
6. June 2—Caripito, Venezuela—Overnight.
7. June 3—Paramaribo, Dutch Guiana—Overnight.
8. June 4—Fortaleza, Brazil—Reached after flying over 950 miles of jungle and 360 miles of ocean.
9. June 6—Natal, Brazil—Electra loaded with 900 gallons of gasoline for 1900-mile leg over South Atlantic.
10. June 7—St. Louis, Senegal, French West Africa—Overnight.
10a. June 8—Dakar, Senegal—Two-day layover to rest and study weather conditions and maps.
11. June 10—Gao, Mali—Overnight.
12. June 11—Fort Lamy, Chad, French Equatorial Africa—1600 miles from Gao. Overnight.
13. June 12—El Fasher, Anglo-Egyptian Sudan—Overnight.
14. June 13—Khartoum, Sudan.
15. Massawa, Eritrea.
16. Assab, Eritrea (Ethiopia)—Two-day layover.
17. June 15—Karachi, India (Pakistan)—Two-day stop after Electra spanned two seas—the Red and Arabian—on 1950-mile flight from Assab. Mechanics from Imperial Airways and Royal Air Force instrument specialists put the plane back into top condition.
18. June 17—Calcutta, India—Overnight. After 1400-mile flight from Karachi.
19. June 18—Akyab, Burma—Overnight.
20. June 20—Rangoon.
21. Bangkok.
22. Singapore—Overnight. Reached after battling torrential rainstorms.
23. June 21 to June 27—Bandoeng, Java, Dutch East Indies—An American engine specialist, F. O. Furman, and a crew of mechanics worked three days on Electra's engines. (On June 24, Amelia and Fred flew to Surabaya, but returned to Bandoeng because of engine and navigation-instrument difficulties. The repairs took two more days. There was no indication of the exact nature of the work of Furman or of why he happened to be stationed at Bandoeng.)
24. June 27—Koepang, Island of Timor (Indonesia)—Overnight. After five-hour flight from Bandoeng.
25. June 28—Port Darwin, Australia—Two-day layover. (Parachutes were shipped back to States because they would be of no use on long over-the-water flights. No other reasons were given for the two-day stop at Darwin.)
26. June 30 and July 1—Lae, New Guinea—About 7000 miles remaining.
27. The next hop to Howland Island would be the most difficult: 2556 miles over open water.

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